

Investigation: Blogs in Reading (Fall 2010)

Brainstorm and Select Learning Experiences for this Investigation

In-Depth Study: Students will create their own Inner Voice Reading Blog to record their metacognition while they are reading. Students will use the class created Inner Voice Rubric to provide feedback to each other.

Content and Concepts of the Discipline(s):

Goal 1: To utilize iPods daily to foster personal reflection in order to synthesis learning.

Objective 1: To provide students with the option of using a Blog to narrate how they are making sense of new information.

Objective 2: To provide ongoing and immediate feedback from teachers to students and students to students on the journey of each student's learning.

Objective 3: To use as a formative assessment tool to guide instruction on whole group, individual and groups formed on an as needed basis.

Objective 4: To provide an opportunity to open and encourage "collective intelligence" - the ability for a group to comprehend and make sense of information through dialogue, questioning and researching in order to build shared understanding of content.

Students will blog their metacognition of the book they are reading.

Target Audience: For Goal 1 our targeted audience is our student in order to collectively build common knowledge of reading strategies and skills.

Assessment for Goal 1: We consider Goal 1 a means of formative assessment.

STANDARDS WE WILL COVER:

Standard 2: Reading for All Purposes

1. Understanding the meaning within different types of literature depends on properly analyzing literary components

1a. Use different kinds of questions to clarify and extend comprehension

1e. Draw a conclusion from text and provide details to support the answer

2. Organizing structure to understand and analyze factual information

2a make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures

2b Determine author's purpose based on organizational structures, text features, and content

3. Word meanings are determined by how they are designed and how they are used in context

3e. Make connections back to previous sentences and ideas to resolve comprehension issues.

Standard 3: Writing and Composition

3.1 Individual and

group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

1e. Select and organize information, evidence, details, or quotations that support the central idea or focus

3.2 Writing
informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

c. Write to pursue a personal interest, to explain, or to persuade

Standard 4: Research and Reasoning

2. Assumptions can be concealed, and require identification and evaluation

2a. Accurately identify own assumptions, as well as those of others

2b. Make assumptions

3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

3a. Determine strengths and weaknesses of their thinking and thinking of others

	<p>by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p> <p>-didn't erase this yet....Reading Standard 1- Oral Expression and Listening:contributing to the ideas of other + contribute to further the class' mastery of metacognition.</p> <p>Reading Standard 2 -Reading for all Purposes: real-life reading experience to solve problems, judge quality of ideas (applying the reading strategies.</p>
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Learning Experiences	Significant Content, Concept, and Skill Outcomes	Resources: <i>Text, Data Sets, Supporting Fieldwork, museum trunks, Experts, Supporting Service, Primary Source Documents etc.</i>
Immersion into the Investigation		
Title: Teacher Blogs	<p>Content/Concept Outcomes: Teacher Blogs will be used as a model of how to record inner voice, discuss literature and fix comprehension when it breaks down. These blogs will also be used to model how to use the class created rubric to provide stars and stairs feedback to each other.</p> <p>Skill Outcomes: Comprehending literature.</p> <p>Using Fix-up Strategies to fix a comprehension breakdown.</p> <p>Using language of a rubric to provide student to student feedback.</p> <ul style="list-style-type: none"> • Comprehension (Metacognatiev) Strategies • Explain Thinking • Montioring Comprehension (clicks, clunks, fix-up strategies) • Confirm, Adjust 	Resources: E2T2 Grant : David Russell; Blogger.com; ISTE standards

	Predictions, inferences, and answer to questions)	
Title: Student Created Inner Voice Rubric	<p>Content/Concept Outcomes: Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Skill Outcomes: Evaluate and synthesize student work from years' past to identify what is the accomplished level of meeting the target (Criteria for success). Students categorized student work into examples and non-examples. Identify elements of metacognition that makes-up criteria and indicators on the rubric. Craft the language of the rubric. Assessed examples of inner vioces using the rubric. Self -assessed using the rubric.</p>	<p>Resources: Kagan Chris Tovani "I read it but I don't get it" Elen Keene "Mosaic of thought" Article "Having students create rubrics"</p>
Title: Introduction to Inner Voice	<p>Content/Concept Outcomes: Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Skill Outcomes: Differnece between retelling and</p>	<p>Resources: Chirs Tovani (CCIRA) <u>Book Whisperer</u> by Donalyn Miller Nancy Steinke Harvey Daniels</p>

	<p>recapturing the thoughts in their head.</p> <p>Ability to identify how they are making sense of text.</p> <p>Ability to identify when there is a comprehension breakdown.</p> <p>Labeling, identifying and linking what is going on in their head to a strategy.</p>	
Projects leading to a product or performance		
Title: Student Blogs	<p>Content/Concept Outcomes:</p> <p>Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Technology Content/Concepts:</p> <p><i>ISTE (NETS *S) standards</i></p> <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and collaboration 3. Digital Citizenship <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Creative thinking and construction knowledge • Applying knowledge to new ideas • Explore issues • Interact, collaborate and publish with peers • Communicate information and ideas effectively • Practice safe,legal and responsible use of information and technology • Exhibit a positive attitude towards technology that supports collaboration, learning and productivity 	<p>Resources:</p> <p>E2T2 Grant - David Russell</p> <p>Blogger.com</p> <p>Fund For Teachers Grant (in which we first learned to power of blogging)</p> <p>ISTE / NETS*S standards</p> <p>iPods from Eagle County District Grant</p>
Ongoing Fieldwork or Service: Repeated visitation to a site for ongoing data collection		

Ongoing Literacy Practices: Book Clubs, Series of Socratic Seminars, Anchor Texts, Reading Comprehension Strategy Study, Writing Trait Study		
Other Ongoing Learning Experiences: Ongoing Science Labs, Simulations, data set analysis		

Experience: Teacher Blogs (Fall 2010)

Experience type: Immersion

Planning this Learning Experience: Outcomes and Scaffolding

This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.

Title: Teacher Blogs	
<p>Content/Concept Outcomes: Teacher Blogs will be used as a model of how to record inner voice, discuss literature and fix comprehension when it breaks down. These blogs will also be used to model how to use the class created rubric to provide stars and stairs feedback to each other.</p> <p>Skill Outcomes: Comprehending literature.</p> <p>Using Fix-up Strategies to fix a comprehension breakdown.</p> <p>Using language of a rubric to provide student to student feedback.</p> <ul style="list-style-type: none"> • Comprehension (Metacognitive) Strategies • Explain Thinking • Monitoring Comprehension (clicks, clunks, fix-up strategies) • Confirm, Adjust Predictions, inferences, and answer to questions) 	<p>Resources: E2T2 Grant : David Russell; Blogger.com; ISTE standards</p>

<p>Brief Narrative describing the learning experience and its purpose Before students create their own blogs, we want them to see how we use our Reading Blog and how we comment on each other's thinking. At the end of each sustained silent reading time in our class, our students record their inner voice in their Reader's Notebook. As teachers, we record our inner voice on our blogs to model how we are using the blog.</p>
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Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<p>Standards: Standard 4: Research and Reasoning</p> <p>2. Assumptions can be concealed, and require identification and evaluation</p> <p>2a. Accurately identify own</p>	<p>Learning Targets: LTLT 1: I can be metacognitive (thinking about my own thinking) while using the reading comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p>Possible Assessment Methods: Formative Assessments - student feedback on our blogs.</p>

<p>assumptions, as well as those of others</p> <p>2b. Make assumptions</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness</p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p>		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
Standards:	Learning Targets:	Possible Assessment Methods:
Craftsmanship of a Medium Outcomes: Arts & Technology		
Standards:	Learning Targets:	Possible Assessment Methods:
Character Outcomes: Social Skills and Character Traits		
Standards:	Learning Targets:	Possible Assessment Methods:

List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.

Scaffold the Learning Experience to show the sequence of major steps

1. Students were introduced to Metacognition and Inner Voice.
2. Students began to record their own inner voice in their reader's notebook while teachers recorded their inner voice on their own blog.
3. Students saw examples and non examples of inner voices from students in years' past.
4. Students, after creating a class rubric on what an accomplished inner voice looks like, started to give teachers feedback - Stars and Stairs.

Experience: Student Created Inner Voice Rubric (Fall 2010)

Experience type: Immersion

Planning this Learning Experience: Outcomes and Scaffolding

This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.

Title: Student Created Inner Voice Rubric	
<p>Content/Concept Outcomes: Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- asks questions, make connections, infer, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Skill Outcomes: Evaluate and synthesize student work from years' past to identify what is the accomplished level of meeting the target (Criteria for success). Students categorized student work into examples and non-examples. Identify elements of metacognition that makes-up criteria and indicators on the rubric. Craft the language of the rubric. Assessed examples of inner voices using the rubric. Self -assessed using the rubric.</p>	<p>Resources: Kagan Chris Tovani "I read it but I don't get it" Elen Keene "Mosaic of thought" Article "Having students create rubrics"</p>

Brief Narrative describing the learning experience and its purpose Students will use examples and non examples of past year's student work so that they can see what an accomplished

Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<p>Standards: Standard 2: Reading for All Purposes</p>	<p>Learning Targets: LTLT 1: I can be metacognitive (thinking about my own</p>	<p>Possible Assessment Methods:</p>

<p>1. Understanding the meaning within different types of literature depends on properly analyzing literary components</p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw a conclusion from text and provide details to support the answer</p> <p>Standard 4: Research and Reasoning</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness</p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p>	<p>thinking) while using the reading comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p>Student created rubric</p>
Literacy Outcomes: Reading, Writing, Listening and Speaking		
Standards:	Learning Targets:	Possible Assessment Methods:
Craftsmanship of a Medium Outcomes: Arts & Technology		
Standards:	Learning Targets:	Possible Assessment Methods:

Character Outcomes: Social Skills and Character Traits		
Standards:	Learning Targets:	Possible Assessment Methods:

List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.

Scaffold the Learning Experience to show the sequence of major steps

1. Pre-assessment on Metacognition terms that would make up the language of the rubric.
2. Direct instruction on Metacognitive Terms.
3. Practice terms using the Kagan structure "Show Down"
4. Post test on terms
5. Looked at inner voice student work from years' past.
6. Practiced inner voice daily after Sustained Silent Reading.
7. Summative Assessments on inner voice, and recording stars (what they are doing well) and stairs (what they need to change to make it to the next level of progress).
8. Take student examples and categorized examples and non examples.
9. Lifted common elements off of the "examples" of student inner voice to determine the criteria and indicators for the rubric.
10. Drafted language of each indicator.
11. Teacher compiled student drafts into one rubric.
12. Students gave feedback on the rubric
13. Final rubric used to score by teachers and for students to student feedback and to self assess.
This is now an ongoing piece used in the classroom.

Experience: Introduction to Inner Voice (Fall 2010)

Experience type: Immersion

Planning this Learning Experience: Outcomes and Scaffolding

This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.

Title: Introduction to Inner Voice	
<p>Content/Concept Outcomes: Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- asks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Skill Outcomes: Differnece between retelling and recapturing the thoughts in their head.</p> <p>Ability to identify how they are making sense of text.</p> <p>Ability to identify when there is a comprehension breakdown.</p> <p>Labeling, identifying and linking what is going on in their head to a strategy.</p>	<p>Resources: Chirs Tovani (CCIRA)</p> <p><u>Book Whisperer</u> by Donalyn Miller</p> <p>Nancy Steinke</p> <p>Harvey Daniels</p>

Brief Narrative describing the learning experience and its purpose We want students to dig deeper into text, beyond the surface. We want students to be able to recognize how they make sense of text so they can apply that in the future to more difficult text and become more strategic readers. Last, we want students to be more self-directed - notice when they have a breakdown in comprehension and know how to repair on their own.

Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<p>Standards: Standard 2: Reading for All Purposes</p> <p>1. Understanding</p>	<p>Learning Targets: LTLT 1: I can be metacognitive (thinking about my own thinking) while using the reading comprehension strategies.</p>	<p>Possible Assessment Methods: Formative: Reader's Notebook then Blog</p>

<p>the meaning within different types of literature depends on properly analyzing literary components</p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw a conclusion from text and provide details to support the answer</p> <p>2. Organizing structure to understand and analyze factual information</p> <p>2a make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures</p> <p>2b Determine author's purpose based on organizational structures, text features, and content</p> <p>3. Word meanings are determined by how they are designed and how they are used in context</p> <p>3e. Make connections back to previous sentences and ideas to resolve comprehension issues.</p> <p>Standard 3: Writing and Composition</p> <p>3.1 Individual and group research projects require obtaining</p>	<p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p>Student to student feedback</p> <p>Summative: Bimonthly Inner Voice Assessments (teacher given articles leveled to reader ability and tied into Social Studies or Science topics)</p>
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information on a topic from a variety of sources and organizing it for presentation

1e. Select and organize information, evidence, details, or quotations that support the central idea or focus

3.2 Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

c. Write to pursue a personal interest, to explain, or to persuade

Standard 4: Research and Reasoning

2. Assumptions can be concealed, and require identification and evaluation

2a. Accurately identify own assumptions, as well as those of others

2b. Make assumptions

3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

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and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision 3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
Standards:	Learning Targets:	Possible Assessment Methods:
Craftsmanship of a Medium Outcomes: Arts & Technology		
Standards:	Learning Targets:	Possible Assessment Methods:
Character Outcomes: Social Skills and Character Traits		
Standards:	Learning Targets:	Possible Assessment Methods:

List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.

Scaffold the Learning Experience to show the sequence of major steps

1. Introduced the term Metacognition by breaking down into word parts
2. Mini Lesson on thinking about your own thinking
3. Teacher think aloud/model everyday after silent reading and during read aloud.
4. Students practiced in their Readers' Notebook -teachers provide formatvie feedback on what they were doing well and what they needed to improve on.
5. Display examples of students who achieved at meeting and expectations and going above.
6. Showed examples and non examples from former years.
7. Class created anchor chart on What makes an accomplished inner voice (using examples and non examples)
8. Practice,feedback, formal assessments, revisions
9. Moved from Readers' Notebook to blogs on blogger.com
10. Teacher feedback on blogs, student to student feedback on blogs using student created rubric.

Experience: Student Blogs (Fall 2010)

Experience type: Project with a Product

Planning this Learning Experience: Outcomes and Scaffolding

This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.

Title: Student Blogs	
<p>Content/Concept Outcomes:</p> <p>Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Technology Content/Concepts:</p> <p><i>ISTE (NETS *S) standards</i></p> <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and collaboration 3. Digital Citizenship <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Creative thinking and construction knowledge • Applying knowledge to new ideas • Explore issues • Interact, collaborate and publish with peers • Communicate information and ideas effectively • Practice safe,legal and responsible use of information and technology • Exhibit a positive attitude towards technology that supports collaboration, learning and productivity 	<p>Resources:</p> <p>E2T2 Grant - David Russell</p> <p>Blogger.com</p> <p>Fund For Teachers Grant (in which we first learned to power of blogging)</p> <p>ISTE / NETS*S standards</p> <p>iPods from Eagle County District Grant</p>

Brief Narrative describing the learning experience and its purpose Students are provided the opportunity to create and publish their inner voices online in a blog format and provide each other with feedback.

Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)

<p>Standards: Standard 2: Reading for All Purposes</p> <p>1. Understanding the meaning within different types of literature depends on properly analyzing literary components</p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw a conclusion from text and provide details to support the answer</p> <p>2. Organizing structure to understand and analyze factual information</p> <p>2a make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures</p> <p>2b Determine author's purpose based on organizational structures, text features, and content</p> <p>3. Word meanings are determined by how they are designed and how they are used in context</p> <p>3e. Make connections back to previous sentences and ideas to resolve comprehension issues.</p> <p>Standard 3: Writing and Composition</p> <p>3.1 Individual and</p>	<p>Learning Targets: LTLT 1: I can be metacognitive (thinking about my own thinking) while using the reading comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p> <p>Blog Target:</p> <p>I can maintain a blog to communicate what is going on in my inner voice as I read and use our rubric to provide feedback to each other's blogs.</p>	<p>Possible Assessment Methods:</p>
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group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

1e. Select and organize information, evidence, details, or quotations that support the central idea or focus

3.2 Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

c. Write to pursue a personal interest, to explain, or to persuade

Standard 4: Research and Reasoning

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2a. Accurately identify own assumptions, as well as those of others

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3. Monitoring the thinking of self and others is a disciplined way to

<p>maintain awareness</p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p> <p>TECHNOLOGY STANDARDS:</p> <p>1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behaviors</p>		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
Standards:	Learning Targets:	Possible Assessment Methods:
Craftsmanship of a Medium Outcomes: Arts & Technology		
Standards:	Learning Targets:	Possible Assessment Methods:
Character Outcomes: Social Skills and Character Traits		
Standards:	Learning Targets:	Possible Assessment Methods:

List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.

Scaffold the Learning Experience to show the sequence of major steps